

# **Seclusion/Restraint Procedures**

Under

Louisiana Revised Statutes 17:416.21

(Act 328 of 2011, Act 1 of 2013, Act 522 of 2016)

&

Louisiana Bulletin 1706, Revised 2016



## **St. Helena Parish School Board**

**354 Sitman Street Greensburg, LA 70441**

**(225) 222-4349 FAX (225) 222-4937**

[www.sthpk-12.net](http://www.sthpk-12.net)

**Adopted by the St. Helena Parish School Board February 16, 2017**

# INTRODUCTION

This document provides guidelines and procedures approved by the St. Helena Parish School Board (SHPSB) for the use, reporting, documentation and oversight of seclusion and restraint by its employees following issuance of regulations by the Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDoE).

These procedures specifically address the statutory requirements of La. R.S. 17:416.21 (Louisiana Act 328 of 2011, Act 1 of 2013, and Act 522 of 2016) and revised Louisiana Bulletin 1706 (2016) regarding the use of seclusion and restraint as emergency safety measures to control the actions of students with disabilities in Louisiana's public schools. It is understood that this procedural/guidance document is a work in progress and does not include the totality of interventions and strategies that may be used by the SHPSB and its personnel to address the educational needs of students with exceptionalities.

For the purposes of this document, the St. Helena Parish School Board may invoke policies adopted by the SHPSB; administrative procedures implemented by school administrators and school employees (as defined herein) and guided forms developed to assist school employees in carrying out their responsibilities under La. R.S. 17:416.21 (Act 328 of 2011, Act 1 of 2013, and Act 522 of 2016) and applicable sections of Louisiana Bulletin 1706 (2016).

# TABLE OF CONTENTS

INTRODUCTION.....	2
DEFINITIONS .....	4
SECLUSION .....	6
SECLUSION ROOM .....	7
MECHANICAL RESTRAINT .....	8
PHYSICAL RESTRAINT .....	8
MONITORING AND DOCUMENTATION .....	9
DISSEMINATION OF POLICIES AND PROCEDURES.....	11
APPENDIX .....	12
SECLUSION/RESTRAINT INCIDENT REPORTING FORM .....	13-14
SECLUSION/RESTRAINT INCIDENT LOG .....	15
ST. HELENA PARISH SCHOOL BOARD	
SECLUSION/RESTRAINT POLICY .....	17-20

# DEFINITIONS

**EMERGENCY** - A sudden, generally unexpected set of circumstances that requires immediate action.

**IMMINENT RISK OF HARM** – An immediate and impending threat of a person causing substantial physical injury to self or others. The risk is “imminent” if it is likely to occur within moments.

**MECHANICAL RESTRAINT** - The application of any device or object used to limit a person’s movement. The term does NOT include the following:

- A protective or stabilizing device used in strict accordance with the manufacturer’s instructions for proper use and which is used in compliance with orders issued by an appropriately licensed health care provider.
- Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment to allow greater freedom of mobility and movement than would be possible without the use of such device or supports
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm
- Any device used by a duly licensed law enforcement officer in the execution of his official duties.

**PHYSICAL RESTRAINT** -- Bodily force used to limit a person’s movement. The term does NOT include the following:

- Consensual, solicited, or unintentional contact.
- Momentary blocking of a student’s action if said action is likely to result in harm to the student or any other person.
- Holding of a student by a school employee, for the purpose of calming or comforting the student provided the student’s freedom of movement or normal access to his/her body is not restricted.
- Minimal physical contact for the purpose of safely escorting a student from one area to another. Physical escort does not include the unforced holding of a student’s hand or other physical prompts for the purpose of safely guiding the student from one task to another or directing the student in an educational activity.
- Minimal physical contact for the purpose of assisting the student in completing a task of response.

**POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT** - A systematic approach to using evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

**SECLUSION** - A procedure that isolates and confines a student in a separate room or area until he/she is no longer an immediate danger to self or others.

**SECLUSION ROOM** - A room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving.

**SCHOOL EMPLOYEE** - A teacher, paraprofessional, administrator, support staff member, or a provider of related services.

**TIME OUT** – A behavior reduction procedure that involves the absence of positive reinforcement for a limited period of time. Time out may include: (1) *Inclusionary time-out* where the student remains in sight and sound of others in the classroom; (2) *Exclusionary time-out* where the student leaves the learning environment and goes to another location but is not isolated and prevented from leaving. These forms of time-out are NOT considered by the School Board to constitute seclusion but must be monitored and documented at the school level to ensure that repetitive incidents of time-out do not occur and, if occurring, do not result in substantial isolation of the student from instructional activities. IEP shall meet and revise IEP where there is repetitive use of Timeout occurring (more than 2x\week) for more than a three week period.

**WRITTEN GUIDELINES AND PROCEDURES** - The written guidelines and procedures adopted by a school's governing authority regarding appropriate responses to school behavior that may require immediate intervention. Such procedures include, but are not limited to, methods for preventing student violence, self-injurious behavior, and suicide, including de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

# SECLUSION

Seclusion is a procedure that isolates and confines a student in a separate room or area until he/she no longer poses an imminent risk of harm (i.e., causing substantial injury) to self or others. Seclusion does not include time-out, “which is a behavior management technique that is part of an approved program, involving the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming a student. The term also does not include in-school suspension or student requested breaks.

Seclusion is permitted only:

- For behaviors that involve an imminent risk of harm.
- As a LAST resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.
- For a period not to exceed thirty (30) minutes with the objective of minimizing the imminent risk of harm while summoning the assistance of crisis intervention personnel, emergency medical services personnel, and/or law enforcement officers when a crime has been committed.

## APPROPRIATE USE OF SECLUSION

School personnel may use seclusion (isolation and confinement of the student in a separate area) ONLY when the student poses an immediate risk of danger to self or others as more fully described below:

- The student is in control of a weapon;
- Isolation is needed to break up a fight that involves a substantial risk of physical injury to anyone involved.
- The student poses a viable threat of imminent harm to self or others
- Isolation is required/specified by a student’s IEP, Section 504 Plan, and/or Behavior Intervention Plan for behaviors that involve an imminent risk of harm. Seclusion can only be required in an individualized plan for behaviors that involve an imminent risk of harm. This standard cannot be weakened or gutted by permitting seclusion or restraint in less threatening situations.
- Other such incidents involving imminent risk of substantial injury to the student or others.

Seclusion used for reasons other than imminent risk of harm and contrary to the procedures listed above shall be considered unreasonable and are strictly prohibited. Seclusion SHALL NOT be used as a disciplinary consequence for minor infractions or to otherwise isolate the student from needed educational instruction.

## SECLUSION ROOM

Use of a Seclusion Room is permitted only under the following conditions:

- As a LAST resort if and when less restrictive measures such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm.
- By a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while he/she is in the seclusion room.
- The student must be continually supervised by a school employee who must be able to see and hear the student the entire time the student is confined to the seclusion room;
- Only one student shall be placed in a seclusion room at any given time and the school employee supervising the student is able to see and hear the student the entire time the student is placed in the seclusion room.
- The room is free of any object that poses a danger to the student placed in the room.
- The room has an observation window and is of a size appropriate for a student's size, behavior, and chronological and developmental age.
- The room has a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms being used in the school.

School personnel may confine a student with a disability to a seclusion room (a room or other confined area from which the student is involuntarily prevented from leaving) when he/she poses an imminent risk of injury to self or others and on an individual basis and for a limited time to allow the student the opportunity to regain control in a private setting.

When the use of a seclusion room is necessary, the student with a disability should be escorted to the seclusion area without the use of physical force. Physical prompts are permissible for the purpose of safely guiding the student from one area to another, but care should be taken to limit the use of physical contact with the student and to avoid the use of physical force. Verbal redirection and other means of positive support should be used before resorting to any physical means.

Seclusion including the use of a Seclusion Room is prohibited:

- For addressing behaviors such as general noncompliance, self-stimulation, and academic refusal. (Such behaviors SHALL be responded to with less stringent and less restrictive techniques, including PBIS).
- As a form of discipline or punishment.
- As a threat to control, bully, or obtain behavioral compliance.
- For the convenience of school personnel.
- When unreasonable, unsafe, or unwarranted.
- If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

- After the substantial risk of injury no longer exists.

## **TIME OUT**

School personnel may separate a student in Time Out (i.e. where a student goes to another location but is not isolated and prevented from leaving) for a limited duration as a behavior management technique, as long as the student is monitored at all times and is provided instructional activities. TIME OUT is not considered seclusion, however, TIME OUT periods must be documented to ensure that repetitive incidents of TIME OUT do not occur and to ensure that repetitive behaviors are addressed appropriately. The student's IEP Team shall meet and revise the IEP where there is repetitive use of Time Out occurring more than 2x\week for more than a three week period. The IEP Team shall also consider the need for a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP).

## **MECHANICAL RESTRAINT**

**No student shall be subjected to any form of mechanical restraint by school employees.**

## **PHYSICAL RESTRAINT**

Physical Restraint is permitted only under the following conditions:

- If the student's behavior presents a threat of imminent risk of harm to self or others.
- As a last resort to protect the safety of self and others.
- To the degree necessary to stop dangerous behavior.
- In a manner that causes NO PHYSICAL INJURY to the student.
- Results in the least possible discomfort to the student.
- Does not interfere in any way with a student's breathing or ability to communicate with others.
- Does not place excessive pressure on the student's chest or back or that causes asphyxia.
- Does not involve the use of any form of mechanical restraint.
- Applied only in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior.

Physical Restraint is prohibited:

- As a form of discipline or punishment.

- As a threat to control, bully, or obtain behavioral compliance.
- For the convenience of school personnel.
- When unreasonable, unsafe, or unwarranted.
- If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

## **MONITORING, DOCUMENTATION, AND REPORTING**

Seclusion and Restraint shall be continuously monitored, thoroughly documented, and data collected shall be analyzed as follows:

- The teacher or other adult involved in the seclusion/restraint will within five minutes notify the Principal or his/her designee who will immediately proceed to the area of incident. The teacher or other adult involved in the seclusion/restraint shall verbally call for assistance in notifying the Principal or his/her designee within five minutes if he/she is unable to do so himself/herself.
- The Principal or his/her designee will notify the parent/guardian by telephone as soon as possible, but within the same school day as the incident. If the parent/guardian cannot be reached, the Principal or his/her designee will notify the emergency contact whose name and number were provided for the child.
- The teacher or other adult involved in the seclusion/restraint will continuously monitor any student placed in seclusion or physically restrained. Such monitoring shall be documented every 15 minutes on the Seclusion/Restraint Incident Reporting Form (SRIR) (see Appendix).
- A student shall be released/removed from seclusion or physical restraint as soon as the reasons for the action have subsided.
- Parent or guardian shall be notified as soon as possible. The Principal or his/her designee shall document all efforts, including conversations, phone calls, electronic communications, and home visits, to notify the parent of a student who has been placed in seclusion or physically restrained.
- Parent or guardian shall also be provided with written notice within 24 hours of EACH incident of seclusion/restraint. The notice shall include the following information:
  - Reason for seclusion/restraint
  - Description of procedures used
  - Length of time of seclusion/ physical restraint
  - Names and titles of school employees involved.

- Director/Supervisor of Special Education shall be notified any time student is placed in seclusion or physically restrained
- Any school employee who uses seclusion or physical restraint shall complete Form A (see Appendix), the Seclusion/Restraint Incident Reporting Form (SRIR), for each incident of restraint and seclusion as soon as possible, and no later than by the end of the same day the incident occurred.
- School employee shall submit SRIR to the School Principal not later than the school day immediately following the day of the seclusion/restraint.
- Once the incident report is completed/signed:
  - The school will retain the original incident report.
  - The Principal or his/her designee will email or fax the incident report to the Director of Special Education within 24 hours of the incident.
  - The Principal or his/her designee will send a written copy of the incident report to the parent/guardian via certified mail through the USPS within 24 hours of the incident.
- The Special Education Teacher with IEP responsibility for the involved student shall be responsible for entering the incident through the Special Education Reporting (SER) system.
- Seclusion/Seclusion Room/Restraint Incident Reporting data must be analyzed by the IEP Team at least annually. These procedures should be reviewed and revised as necessary during the interim period to ensure appropriateness and effectiveness.
- Data will be used to track the number of incidents of seclusion by student, staff, and type of incidents; description and number of injuries sustained by student and/or staff and the nature of any such injuries; and other factors such as precipitating events and other observable factors.
- Each incident of seclusion and restraint must be reported to the LDOE through the Special Education Reporting (SER) system. At a minimum, all instances must be reported on a monthly basis. The Special Education Teacher with IEP responsibility for the student will be responsible for entering the incident into SER and notifying the Director of Special Education.

## **DATA-DRIVEN PROGRAM REVISIONS**

When a student with a disability is involved in five (5) incidents of restraint/seclusion in a single school year\*, the IEP Team shall reconvene to consider developing a Functional Behavior Assessment (FBA) and shall at a minimum review/revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports including PBIS.

Thereafter, if the student's challenging behavior continues or escalates requiring ongoing, repeated use of seclusion or physical restraint practices, the Special Education Director or his/her designee shall review the student's plans at least once every three weeks.

\*NOTE: Five (5) incidents in a school year includes the cumulative number of incidents of restraint AND seclusion. (e.g., 2 restraints + 3 seclusions = 5 incidents).

# TRAINING

The St. Helena Parish School Board will direct the superintendent to ensure staff are trained in de-escalation techniques, crisis prevention and intervention strategies and non-violent protective holds.

Crisis Prevention and Intervention training will be coordinated, scheduled and tracked annually by the Chief of Innovation.

Each school will designate a "Crisis Team" with two (1) - four (4) members trained in the approved restraint methods annually. The Crisis Team will consist of members from the following personnel: campus administrators, teachers, PBIS Facilitators, Teacher Assistants. Additional Team members could include coaches, school bus drivers, and bus attendants.

The training will include:

- De-escalation techniques, including Positive Behavioral Interventions and Supports

- Seclusion/Restraint techniques

- Documentation of incidents

## Dissemination of Policy and Procedures

Dissemination of policies and procedures regarding the use of reasonable restraint and seclusion of students with disabilities in the educational environment shall be accomplished as follows:

The Chief of Innovation will provide copies of copies of La. R.S. 17:416.21 (Louisiana Act 328 of 2011, Act 1 of 2013, and Act 522 of 2016), LDE Guidance (if approved by BESE by such date), and local policies and procedures to each school, principal and campus administrator.

A copy of the guidelines and procedures will be filed in the Special Education Policy and Procedure Manual for each school.

These regulations, guidance, policies and procedures shall be posted at each school and on the website of the St. Helena Parish School Board.

Such restraint and seclusion notification shall also be referenced and/or included in the annual notice of student rights and responsibilities provided to the parents/guardians/students of majority age.

A copy of the procedures governing the use of seclusion & restraint will be provided to the parent(s)/ student of majority age at each student's annual IEP review meeting. A statement will be added to the IEP document indicating that the parent was provided a copy of the school district's restraint/seclusion procedures.

The Guidance and Procedures shall be provided to the LDOE by the Director of Special Education.

## **APPENDIX**

**SECLUSION/RESTRAINT  
INCIDENT REPORTING FORM**

St. Helena Parish School Board  
Date of Report: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Parent/Guardian's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Exceptionality: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Duration of Seclusion/Restraint (or Beginning + Ending Times):

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Total Time: \_\_\_\_\_

Teacher/Staff Initiating Seclusion/Restraint:

---

Teacher(s) Staff Monitoring/Supervising Seclusion/Restraint:

**De-escalation Procedures Used in Attempt to Resolve Situation  
Prior to Implementing Seclusion/Restraint:**

---

---

---

---

---

Student Injuries: \_\_\_ Yes \_\_\_ No

Checked By: \_\_\_\_\_  
Signature/Date/Time

Detailed Description:

---

---

---

---

---

Other Comments/Observations:

---

---

---

---

Principal/Designee: \_\_\_\_\_

Date Submitted to Parent/Guardian and SBO: \_\_\_\_\_

# SECLUSION/RESTRAINT INCIDENT LOG

St. Helena Parish School Board

Date: \_\_\_\_\_

Student: \_\_\_\_\_ Location: \_\_\_\_\_

Person(s) Supervising Student during Seclusion/Restraint Incident:

\_\_\_\_\_

\_\_\_\_\_

Describe Dangerous Behavior Warranting Action of Last Resort:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>OBSERVATION</b>											
Code: ✓ = Student OK; still poses imminent danger											
C = Calming Begins											
R = Released from Seclusion/Restraint											
Check Student Every 15 Mins.		Start Time:  End Time:									Total
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>

Signatures: \_\_\_\_\_

**St. Helena Parish School Board**  
**Seclusion/Restraint Policy**

## EDUCATION OF STUDENTS WITH EXCEPTIONALITIES

The St. Helena Parish School Board shall make available a free appropriate public education in the least restrictive educational environment to each student with an exceptionality, age three through twenty-one, who is a resident of the geographical boundaries of the school district. Special education and related services may be provided by the School Board to eligible children with exceptionalities under three years of age. Generally, identified children shall be screened and evaluated to determine eligibility to receive special education and related services. If it is determined through the evaluation process that a child has a disability and, by reason thereof, needs special education and related services, then the child is classified in accordance with Louisiana's *Pupil Appraisal Handbook*, Bulletin 1508, and becomes eligible to receive special education services. All special education services shall be provided to eligible students with exceptionalities in accordance with the regulations outlined in *Regulations for the Implementation of the Exceptional Children's Act*, Bulletin 1706 and all other applicable federal and state regulations.

The School Board shall establish and maintain policies and procedures in accordance with federal and state laws and regulations to ensure that students with exceptionalities and their parents are provided the necessary procedural safeguards with respect to the provision of free appropriate public education by the School Board.

### SECLUSION AND RESTRAINT

The School Board recognizes that, in order for students to receive a free appropriate public education, a safe learning environment needs to be provided. In doing so, the School Board also recognizes that there are circumstances in school under which reasonable and appropriate measures and techniques will need to be employed in dealing with students with exceptionalities who pose an imminent risk of harm to self or others.

The School Board fully supports the use of positive behavior interventions and support when addressing student behavior. The School Board reserves its right, however, to use physical restraint and/or seclusion consistent with state law to address the behavior of a student with an exceptionality when school personnel reasonably believe the behavior poses an imminent risk of harm to the student or others. The School Board shall not preclude the use of physical restraint and/or seclusion performed consistent with the requirements of a student's *Individualized Education Program* (IEP) or behavior intervention/management plan.

The provisions regarding seclusion and restraint shall not be applicable to a student who has been deemed to be gifted or talented under Bulletin 1508, unless the student has been identified as also having a disability under Bulletin 1508.

## Definitions

*Imminent risk of harm* shall mean an immediate and impending threat of a person causing substantial physical injury to self or others.

*Seclusion* shall mean a procedure that isolates and confines a student in a separate room or area until he or she is no longer an immediate danger to self or others.

*Seclusion room* means a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving.

*Mechanical restraint* means the application of any device or object used to limit a person's movement. Mechanical restraint does *not* include: (1) A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed health care provider; and (2) Any device used by a duly licensed law enforcement officer in the execution of his/her official duties.

*Physical restraint* means bodily force used to limit a person's movement. Physical restraint does *not* include: (1) Consensual, solicited, or unintentional contact; (2) Momentary blocking of a student's action if the student's action is likely to result in harm to the student or other person; (3) Holding of a student, by one school employee, for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted; (4) Minimal physical contact for the purpose of safely escorting a student from one area to another; (5) Minimal physical contact for the purpose of assisting the student in completing a task or response.

*Positive behavior interventions and support* means a systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

*School employee* means a teacher, paraprofessional, administrator, support staff member, or a provider of related services.

## Documentation and Notification

The parent or other legal guardian of a student who has been placed in seclusion or physically restrained shall be notified as soon as possible. The student's parent or other legal guardian shall also be notified in writing, within twenty-four (24) hours, of each incident of seclusion or physical restraint. Such notice shall include the reason for such seclusion or physical restraint, the procedures used, the length of time of the student's seclusion or physical restraint, and the names and titles of any school employee involved.

The director or supervisor of special education shall be notified any time a student is placed in seclusion or is physically restrained.

A school employee who has placed a student in seclusion or who has physically restrained a student shall document and report each incident. Such report shall be submitted to the school principal not later than the school day immediately following the day on which the student was placed in seclusion or physically restrained and a copy shall be provided to the student's parent or legal guardian.

The guidelines and procedures regarding seclusion and restraint maintained by the Superintendent and staff shall be provided to the Louisiana Department of Education (LDE), all school employees, and every parent of a student identified with a disability under Bulletin 1508.

All instances where seclusion or physical restraint is used to address student behavior of students with disabilities under Bulletin 1508 shall be reported, in accordance with the Louisiana Board of Elementary and Secondary Education (BESE) policy, by the School Board to the LDE.

### Guidelines and Procedures

The School Board shall require the Superintendent and staff to maintain adequate written guidelines and procedures governing the use of seclusion and physical restraint of students in accordance with federal and state law, as well as regulations and guidelines promulgated by BESE. The School Board shall approve written guidelines and procedures regarding appropriate responses to student behavior that may require immediate intervention using seclusion and/or restraint. The written guidelines and procedures shall be provided to all school employees and every parent of a student with an exceptionality and shall include reporting requirements and follow-up procedures, including notification requirements for school officials, notification to the student's parent or legal guardian, and reporting of seclusion and restraint incidents to the LDE.

The written guidelines and procedures shall be posted at each school under the jurisdiction of the School Board, and on the School Board's website.

### Follow-Up

Following any situation resulting in the use of seclusion or restraint of a student, a *Functional Behavioral Assessment* (FBA) should be considered. If a student subject to the use of seclusion or physical restraint is involved in five (5) such incidents in the school year, the student's *Individualized Education Program* (IEP) team shall review and revise the student's Behavior Intervention Plan (BIP) to include any appropriate and necessary

behavioral supports. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of seclusion or physical restraint practices, the special education director or supervisor or his/her designee shall review the student's plans at least once every three (3) weeks.

### Employee Training Requirements

The Superintendent or his/her designee shall be responsible for conducting or obtaining appropriate training programs for school personnel designed to address the use of seclusion and restraint techniques with students with disabilities. In addition, positive behavioral intervention strategies, crisis intervention, and de-escalation, as well as other procedures, may also be included in any training.

### Charter Schools

Notwithstanding any state law, rule, or regulation to the contrary and except as may be otherwise specifically provided for in an approved charter, a charter school established and operated in accordance with State law, including its approved charter and the school's officers and employees, shall be subject to the School Board's policy and written procedures and guidelines regarding the use of seclusion and restraint with students with exceptionalities.

Revised: February 12, 2009

Revised: January 12, 2012

Revised: March 8, 2012

Revised: September 12, 2013

Revised: November 10, 2016

Ref: 20 USCA '1400 et seq. (*Individuals with Disabilities Education Act*); 34 CFR '300 (*Assistance to States for the Education of Children with Disabilities*); La. Rev. Stat. Ann. '17:7, 17:416.21, 17:1941, 17:1942, 17:1943, 17:1944, 17:1945, 17:1946, 17:1947; *Pupil Appraisal Handbook*, Bulletin 1508, Louisiana Department of Education; *Regulations for the Implementation of the Exceptional Children's Act*, Bulletin 1706, Louisiana Department of Education; Board minutes, 2-12-09, 1-12-12, 3-8-12, 9-12-13.